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ABSTRACT

Arguing that whole language must assume a more critical edge if it is to reach its potential as a force for positive change, this book calls on educators to take action to protect themselves against threats from within and outside the whole language movement. Noting that the most obvious challenges are from critics who offer simplistic solutions to the perceived ills of education through a return to "the basics," the book discusses the far more complex and challenging issues that arise from within the movement. The book is framed in a clearly articulated theoretical perspective, enlivened through personal narrative, and filled with concrete examples. After an introduction (An Expanding Theory of Learning), chapters in the book are: (1) Coming Full Circle; (2) Institutionalizing Whole Language; (3) Expanding Whole Language; (4) Moving beyond "Whole Language Dress-Up"; (5) Cutting Teachers Some Slack; (6) Negotiating the Slippery Slopes of Organizational Change; (7) Bringing a Critical Edge to Teaching; and (8) Hopeful Signs and Projects of Possibility. Contains 127 references. (RS)

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